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ABSTRACT

GRADES OR AGES: Grade 6. SUBJECT MATTER: Social studies; social development of Latin America and Africa. ORGANIZATION AND PHYSICAL APPEARANCE: The first half of the guide, which develops the unit, is laid out in three columns, one each for topics, activities, and materials. Other sections, in the second half, are lists, charts, or maps. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second cclumn of the first half is related to a topic in the first column. A separate section lists eight supplementary activities. Instructional materials: Each group of materials listed in the third column is related to one or more activities. In addition ten appendixes, comprising most of the second half of the guide, contain materials--maps, charts, and graphs. The last appendix lists materials available on loan from Rhode Island School of Design. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists ideas students should understand and skills they should possess by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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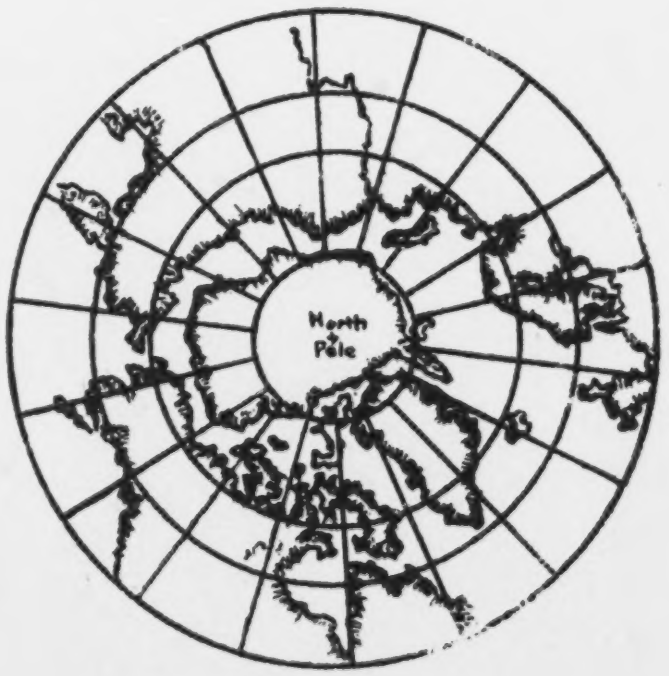
SOCIAL DEVELOPMENT
RESOURCE UNIT V
GRADE 6



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

RU,V - Gr. 6

TABLE OF CONTENTS

		Page
I.	Major Understandings	1
II.	Aims	1
III.	Vocabulary	3
IV.	Social Development of Latin America and Africa .v.	4
V.	Related Activities	18
VI.	Evaluation	19
VII.	Appendix	
	A. Chart - Literacy - Per Capita Income-Life Span	20
	B. Comparison Graph - School Age Groups in Latin America and United States	21
	C. Comparison Chart	22
	D. Chart - Education, Health, Recreation in Latin America	23
	E. Chart - Communication - Transportation in Latin America	25
	F. Circle Graphs - World's Population and Income	27
	G. Map - Religions of Africa	28
	H. Map - Religions - Latin America	29
	I. Map Languages - Latin America and Africa	30
	J. Loan Material from Rhode Island School of Design	31
	K. Tribes of Africa	32

SOCIAL DEVELOPMENT OF LATIN AMERICA AND AFRICA

SUGGESTED TIME: 4 -5 WEEKS

I. MAJOR UNDERSTANDINGS

1. The children should be made aware of the fact that various levels of education, standards of living, health conditions, housing and other aspects of social development exist throughout Latin America and Africa.

2. The children should also have an understanding of the influence of such factors as history, physical characteristics, and economic development on the social development of Latin America and Africa.

II. AIMS

It is the specific aim of this unit to develop an understanding of the following:

1. The wealth of both Latin America and Africa is controlled by a relatively small segment of the total population.

2. Educational systems have not been sufficiently developed to meet the needs of the majority of the people in Latin America and Africa.

3. In terms of standard of living, Latin America and Africa are classified as "underdeveloped" or as "developing" areas.

4. Lack of transportation and communication has been an inhibiting factor in the slow social development of some areas of Latin America and Africa.

5. Within Latin America and Africa there is an increasing amount of interdependence among the peoples.

6. Many forms of the fine arts have been created by Latin America and Africa and shared with the rest of the world.

7. Varied patterns of religion exist throughout Latin America and Africa.

8. The historical background of the peoples in both Latin America and Africa has influenced the degree of social development.

Aims (cont'd.)

9. In many cases, the social development of Latin America and Africa has been affected by the physical characteristics of the land in these areas.

10. The "population explosion" and continuing population growth is a significant fact and has considerable influence on the rate of progress in education, housing, sanitation, health, standard of living and other aspects of social development.

11. Industrial growth, investments, capital, technological advances, prosperity, education, transportation, communication, and increase in trade are the conditions that generate social change within Latin America and Africa or within any other area.

VOCABULARY

bilharzia

coca

Coptic Christians

fiesta

income

Islam

leprosy

malaria

matriarchal

Muslims

nomad

patriarchal

population

population explosion

rural

trachoma

tribal

typhoid fever

typhus

urban

SOCIAL DEVELOPMENT OF LATIN AMERICA AND AFRICA

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is meant by social development?	Discuss with the class the meaning of "social development" (that which promotes amything related to society). To arrive at a definition have them define the two words separately. What do you think would be studied under social development? They might suggest: . families . education . religion . living conditions . health . recreation . arts . customs . political organization . economic relationships Have them consider the following: Do various social levels exist throughout the world? Do various levels exist within a country? State that in Latin America and Africa there are many areas where little or no change has taken place. In this unit we shall try to discover what social development has or has not taken place in both these areas,	

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	what problems must be overcome where it has not taken place, and what if anything is being done to advance the social development of Latin America and Africa.	
What is a social problem?	Have the children discover the meaning of "social problem." They might first discuss any social problems that exist in the area where they live or in their own city. List them on the board as they are given: They might suggest: . poor housing . unsanitary conditions . pollution . low incomes . race problems . lack of adequate schools, etc. Explain that such problems hinder social development and that Latin America and Africa face many of these problems which we shall try to investigate. The study might be instigated by the use of some of the suggested filmstrips listed on this page.	Filmstrips SS-E-2-a Life Along Nile SS-E-2-e Highlands Kenya SS-E-2-b Oasis-Libya SS-E-2-c Nigeria SS-E-2-d Along Congo SS-B-5 Bantu People SS-C-53-a thru i African Cities SS-B-11 Bolivia SS-S-9-c Ecuador SS-S-10-e Amazon Village SS-S-10-c Paraguay
How do living conditions in Latin America and Africa compare with living conditions in the United States?	Organize the children into groups to study as many of the following as might be feasible: AFRICA Nomad village of North Africa. Village of West, East, or Central Africa. Arab quarter in a large city. Modern section of a large city.	

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	LATIN AMERICA Amazon Village. Andes mountain village. Village on a Caribbean Island. Large city in Mexico, etc. Investigate: Homes and furnishings Food Clothing Water Supply Sanitary conditions, etc. Suggested Art Correlation Drawings of type of home, costumes, and activities of the village they studied. A mural of a village in Africa or Latin America. A table model of a village in either area. Three dimensional figures in the traditional dress of the area. Papiermache animals important to the life of the area. Let each group report its findings to the class. Have them discuss the difference between life in a rural area and one in an urban area. Be sure that they understand the terms "rural" and "urban." Why do some people have better living conditions than others? Be sure they have an understanding of the great disparity in wealth between upper and lower classes. A large middle class does not exist at present. A debate might be used as a culminating activity.	Laidlaw: Understanding Egypt. pp. 21-24; 31-37 Laidlaw: Understanding Ethiopia pp. 33-37 Fideler: South America pp. 59-60; 62-70 Fideler: Mexico Chapters 13, 14, 15 Fideler: Caribbean Lands p. 92 Benefic: How People Live in Central America pp. 47; 50-51; 54-59. Benefic: How People Live in Africa. pp. 67-70 Ginn: Latin America, Africa, Australia p. 255 Ginn: Today's World in Focus-Africa. p. 48 Ginn: Africa pp. 16-18; 67; 69 Scholastic Books: Emerging Africa pp. 142-143

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Living in a rural area versus living in an urban area in Latin America--which is better. (or Africa)	
What health problems have retarded the growth of society in Latin America and Africa?	Have the class read to discover the major health problems of both areas. List these on the board. Divide the class into groups. Assign a specific problem to each group to prepare an oral report for the class. Have them consider the following: What is the problem? What causes the problem? What is being done, if anything to resolve the problem? Possible Reports Typhus Typhoid Yellow Fever Malaria Trachoma Leprosy Bilharzia Sleeping sickness (Tsetse Fly) Coca Chewing Have another group investigate sanitary condition in both area: Shanty towns Slums Polluted water, etc. Follow reports by a discussion: How does the health of a people affect production?	Encyclopedias Ginn: Latin America, Africa, Australia. pp. 201;250;106;13 154;201;202;98;243 274;95-96;202; Map. p. 203 (Incidence Tsetse Fly) Benefic: How People Live in Africa p. 82 Benefic: How People Live in Central America pp. 19,26-28;79 Laidlaw: Understanding Egypt p. 24 Laidlaw: Understanding Ethiopia pp. 57-58 Fideler: Africa pp. 156-157 Fideler: Caribbean Lands See Each Country Paperbacks Ginn: Africa pp. 43;70-71 Scholastic Books: Emerging Africa p. 137 Scholastic Books: Latin America p. 61

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What international organizations are helping to improve existing health conditions?	Have a small group give a special report about: WHO (World Health Organization) Perhaps someone could report the activities of the hospital ship "HOPE"and its work in Peru. Maybe a group could pretend that they are health officers visiting a village and act out a part such as: trying to sell the idea of inoculation to the people, or telling them how to improve sanitary conditions in the village, or teaching them about mosquito control	Encyclopedias See United Nation Ginn: Latin America, Africa, Australia pp. 386-397
	Science Correlation: Study the following: Life history of the Malaria Mosquito Life history of the Yellow Fever Mosquito Life history of the Tsetse Fly Life history of the worm causing snail fever (bilharzia) These reports could be written and displayed with accompanying diagrams or drawings on a bulletin board. Someone might like to investigate the effect the yellow fever mosquito had upon the building of the Panama Canal.	Encyclopedias Science Books

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What has been the influence of religion upon the complex of Latin America and Africa? A. What are the varied patterns of religion that exist throughout Latin America and Africa?	Have the children locate and identify the various religious groups of Latin America and Africa on a large wall map. As a follow-up activity use individual outline maps. In groups do research on the different religious beliefs and how each influences its followers: Islam Christianity Hinduism Primitive Religions	Wall map Individual outline maps Fideler: Caribbean Lands. See Religion Fideler: South America. See Religion Fideler: Mexico pp. 131-135 Fideler: Africa See Religion Benefic: How People Live in Africa p.47 Benefic: How People Live in Central America. See Religion Burdett: Learning About Latin America See Religion
What role does education play in the social development of Latin America and Africa?	Education is probably the most important element in social development and the most important answer to social problems. Education affects every aspect of life. Have the children proceed to study all facets of education. You may choose to have them do this individually or in groups. Questions they might research are: What are the educational requirements in Latin America and Africa? What system of education prevails in the different countries of Latin America and Africa?	Ginn: Latin America Africa, Australia pp. 13,14,55,56,95, 96,121,237,238,243, 273,296,309,317 Benefic: How People Live in Central America pp. 48,54,62-64,76-77,79,81,83 Fideler: Africa pp. 147-156 Benefic: How People Live in Africa pp. 75,81,85 Fideler: Caribbean Lands p. 83 See Names of Countries

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	. What is the major spoken language in different areas? Generally what is relationship between illiteracy, income per capita, and life expectancy? . What is the percentage of illiteracy in each country? . What countries were influenced by missionary work? Reproduce Chart in Appendix A for each child or have one large one made that class may see. Let them select a country with a high percentage of literacy and note its per capita income and its average life span. Select two or three more of this type for comparison. Then select one or two of low literacy and note per capita income and life span. See if they can then relate literacy, income, and life span. Math Correlation Let them make circle graphs to compare the literacy of United States and Africa from these facts: Illiteracy of United States is 7% and the illiteracy of Africa is 90% Have the class construct a graph to show a comparison of the age groups in school in Latin America and the United States. Statistics United States 5-13 yrs.-98% 14-19 yrs.-78% Latin America 5-13 yrs.-85% 14-19 yrs.-18%	Fideler: South America. See Education Fideler: Mexico Chapter 19 Laidlaw: Understanding Ethiopia pp. 53-58 Laidlaw: Understanding Egypt pp. 25-29 Paperbacks Scholastic Books: Latin America p 60 Ginn: Today's World in Focus-Africa pp. 88-91,56-57 World Book Encyclopedia Vol. A Ginn: Africa pp. 19,23,43-44,130

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	This may be done as a class exercise with the teacher or individually. See sample in Appendix B. What does the graph suggest about education in Latin America compared with that of the United States? From these statistics draw a simple line graph to show the growth of literacy in Mexico between 1910 and 1960. 1910 - 26% 1940 - 42% 1960 - 63% From chart Appendix A the children can see that income is very poor in Latin America. Emphasize that it is also unequally distributed. This low income results in lack of education, poor housing facilities, lack of adequate medical and public services, etc. Have the children make circle graphs indicating the distribution of the world's income and the world's population in order to deduce any relationship that exists between them. Give the class these statistics for the circle graphs. Distribution of World's Population Asia 53% South America 4.5% Africa 8.3% U.S.S.R. 8.1% North America 9% Oceania .5% Europe 16.6% Distribution of World's Income North America 43.6% U.S.S.R 11% Asia 10.5% Africa 2.6% South America 3.5% Oceania 1.5% Europe 27.3% Sample Appendix F	

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	From these facts make a chart to show a comparison of literacy income, and average daily intake of calories for Latin America and the United States. The percentage of literacy for the United States is 98 and that of Latin America, is 50. Latin Americans consume, on the average, 2400 calories a day while the average in the United States is 3200. The average income in the United States is $2200 while that of Latin America is $300 a year. See sample chart Appendix C See if they can observe the relationship between education, income, and calorie intake.. Generally the more education → more income → more food → more well being → more production.	
What problems are being created by rapid growth of population in Latin America and Africa? What effect do race problems have upon life in any area of of the world?	Population is increasing rapidly with the decrease in infant mortality and the advance in medical technology and the control of disease. As population growth increases the amount of housing, food, supplies, hospital, medical, school facilities, jobs, etc. fall behind proportionately which presents enormous problems. A small group might investigate this problem and report their findings to the class. Have the class study chart (Appendix E) to see the relationship of life span to the number of doctors and hospitals.	Fideler: Caribbean Lands pp. 90-92 Paperbacks Scholastic Books: Latin America pp. 359-61,125,151 Scott Foresman: Area Studies in Economic Progress Latin America pp. 35-37 Ginn: Today's World in Focus-Africa p.55 Encyclopedias
What race problems do Africa and Latin America had and continue to have?	Assign small groups to work together to prepare reports upon racial problems in for example: Kenya, Nigeria, South Africia and Guyana in South America. Use filmstrip SS-B-5 Bantu Peoples of South Africa to how how this problem is being resolved.	Benefic: How People Live in Africa pp. 85-86 Ginn: Latin America, Africa, Australia p. 346 Paperbacks Ginn: Today's World in Focus: Africa pp. 35-37 Scholastic Books: Emerging Africa pp. 130-132

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How has transportation and communication and trade affected social development in Latin America and Africa?	Have the children read about transportation, communication, and trade. Through discussion, help the children perceive the relationship that exists between social development in Latin America and Africa and the development of transportation, communication, and trade. Two parts to stress: . Lack of transportation and communication has been a determining factor in the slow development of some areas of Latin America and Africa. . Within Latin America and Africa there is an increasing amount of interdependence among the peoples. Trade, transportation and communication are factors that contribute to this increasing interdependence. Have the children discuss the reasons why these factors influence social development and interdependence. Have students consider changes in relation to such things as the government and the economy.	Fideler: South America Chapter 9 Map p. 127 Fideler: Mexico Chapter 10 Map p. 76 Fideler: Caribbean Lands Chapter 11 Map pp. 133,135 Fideler: Mexico Chapter 10 Maps pp. 128,133 Ginn: Latin America, Africa,Australia See Transportation Maps pp. 261,323 Holt, Rinehart & Winston: Knowing Our Neighbors in Latin America See Transportation-Trade. Burdett: Learning About Latin America See Transportation-Trade.
What shift has taken place in the economy of the tribal groups?	Changes have come to many tribal groups in Africa as a result of experiences outside the confines of the village. . Men leave their villages to work in mines or other industries. With money they can buy things they need. As a result there is a shift from a trade and barter economy to one of cash. When they return to their village they bring news from a world unknown to the villagers	Paperbacks: Ginn: Today's World in Focus: Africa pp 61-63 Filmstrips SS-U-6-h Suez Canal SS-W-9 Suez Canal

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	This increases their curiosity and desire to leave villages. Contacts with the world outside of the village increase their social development by changing their ways of thinking. Changes come about by contact with members of "advanced cultures" who come to the villages; missionaries, teachers, etc.	
A. What kinds of things might happen in a country where a notion is brought back to a village or rural community that a sharp economic division exists within a nation?	Discuss some of the following: What are the potentials for internal revolution? What is an ideology? How might it spread? Why? Who desires the status quo? Why? How can change be brought about peacefully? What makes it difficult?	
	However, remote villages may continue to live as their ancestors did so there is little change. Have chart in Appendix A and chart in Appendix E reproduced either as individual copies or one large copy for display in the classroom. Have the children skim Chart A and find 3 or 4 countries of highest per capita income. Have them find these same countries on Chart E. They should see by comparison that those with highest income are usually those with the best communication and transportation facilities.	
What family relationships exist in Latin America and Africa?	The family is the main functioning unit in any society. Make a study of family life in Latin America and Africa. Some of the filmstrips listed to the right will give the children a picture of family life in both areas.	Filmstrips SS-F-c Family in Egypt SS-F-2-j Family in Mexico SS-F-2-e Family in Equatorial Africa SS-F-19-a Family in Mexico

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Their previous investigation of the way people live in various areas of Latin America and Africa should help them in answering some of the questions below. They might need to reread to refresh their memories. After reading and viewing of filmstrips, pose such questions as: Who belongs to the family? What is the role of each member of the family? What is the role of the family in the community? What is the cultural background of the family? Discuss the relationship between the family and the community; the community and the nation.	SS-F-19-c Family in Brazil SS-F-19-b Family in Guatemala
To what extent have the arts and literature been developed within Latin America and shared with the rest of the world?	Certain parts of Latin America and Africa have had a long history of creativity in the arts, beginning with their very early history to the present day. Art, painting, sculpture, architecture, poetry, music, the dance, and literature are among the areas to which the peoples of Latin America and Africa have made contributions. Have the class make a study of contributions made to these fields and shared with the rest of the world by Latin America and Africa. Read aloud to the class folk tales or poetry by authors from both these areas. Play records of music of these areas. Perhaps local libraries might have pictures of art objects that could be borrowed. R.I. School of Design has fine examples of art created by Latin Americans or Africans. Exhibits may be borrowed (See Appendix K) Suggested Biographical Reports Claudio Arrau, pianist, Chile Hector Villa-Labos, composer,Brazil Alicia Alonso, ballerina, Cuba Antonio Fransconi, creator of woodcuts, Uruguay Cantinflas, Actor, Mexico	Benefic: How People Live in Africa. pp. 76,36 Fideler: Mexico Chapter 17 Fideler: South America Chapter 11 and 12 Fideler: Africa p. 118 Paperbacks: Ginn: Today's World in Focus: Africa pp.50,110-115 Encyclopedias: World Book Filmstrips A-I-1-d Weaving A-I-1-c Pottery SS-M-9-e Mexican Handicrafts Library Books, Records

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What forms of recreation do the people of Latin America and Africa enjoy?	All peoples have a need for some form of relaxation. Find out how people in Latin America and Africa satisfy this need. Fiestas Games Music Dancing Story telling, etc. Which of these have influenced the recreation in our own country?	Filmstrips SS-C-8-f Fiesta Day - Mexico SS-C-28-6 Christmas in Mexico SS-C-8-d Market Day - Cusco SS-M-9-c Christmas in Mexico SS-M-13-d Fiestas, etc. Fideler:South America Chapters 13 & 14 Fideler: Carribbean Lands Chapter 13 Fideler: Mexico Chapter 18 Ginn: Latin America Africa, Australia pp 276,245,13,14, 57,68-69,171,218-221 Encyclopedias Paperbacks: Ginn: Today's World in Focus: Africa pp. 49-50
How do international relations affect the social development of Latin America and Africa?	Individuals might prepare reports on international agencies that aid in the social development of Latin America and Africa. Suggestions for reports: Some may be found under United Nations . Food & Agriculture Organization (FAO) . United Nations Educational Scientific and Cultural Organization (UNESCO) . CARE . American Free Trade Association	Encyclopedias Holt, Rinehart & Winston:Knowing Neighbors in Latin America pp.25-27 Burdett: Learning About Latin America Benefic: How People Live in Central America pp.72-78 Benefic: How People Live in Africa pp. 87-91 Ginn: Latin America Africa, Australia pp. 381-387 Paperbacks: Foresman: Area Studies in Economics -Latin America pp. 62-66

Social Development of Latin America and Africa (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	. Institute of Inter-American Affairs . Pan American Union . Organization of American States (OAS) . Peace Corps . Alliance for Progress . International Farm Youth Exchange	Foresman: Area Studies in Economics-Sub-Saharan Africa pp. 63-65 Scholastic Books: Emerging Africa pp. 75-80 Scholastic Books: Latin America pp. 67-80 Filmstrips SS-U-9 United Nation SS-U-6-d Accomplishments of United Nations

RELATED ACTIVITIES

1. Read stories of African or Latin American families aloud to the class.
2. Make African masks or instruments. (Be sure these are authentic.)
3. Make Latin American instruments.
4. Construct models of different types of Latin American or African houses.
5. Culminate the school year by holding a Latin American or African Festival.
6. Put on plays.
7. Exhibit displays made during school year.
8. Visit Rhode Island School of Design to observe arts and crafts of Latin America and Africa.

EVALUATION

1. Are the pupils able to define the terms "social development" and "social problems?"

2. Are they familiar with the various categories that are studied under the heading of social development?

3. Are the pupils aware of the various social problems that exist within Latin America and Africa?

4. Do the pupils have an understanding of the causes and effects of these social problems?

5. Can they make an evaluation of the influence of historical background, physical characteristics, and economic situation on the social development of Latin America and Africa?

6. Do they recognize the importance of education in the social development of Latin America and Africa?

7. Can an examination of the living conditions of Latin America and Africa be made and a comparison of those in Latin America and Africa with those of the United States?

8. Are they able to make an association between population growth and social development in Latin America and Africa?

9. Is there an awareness of the implications of the population explosion in Latin America and Africa?

10. Are the pupils familiar with the extent to which the arts and literature have been developed within Latin America and Africa and shared with the rest of the world?

11. Are they acquainted with the varied patterns of religion that exist within Latin America and Africa?

12. Can an evaluation be made of the influence of religion on the lives of the people in Latin America and Africa?

13. Is there an understanding of the relationship that exists between transportation, communication and trade and the social development in Latin America and Africa?

14. Are they able to determine the relationship that exists among the peoples of Latin America and Africa and the extent to which this relationship influences the social development of these races?

15. Is there an awareness of the effects of international relations on the social development of Latin America and Africa?

16. Can they recognize the conditions that generate or retard social change?

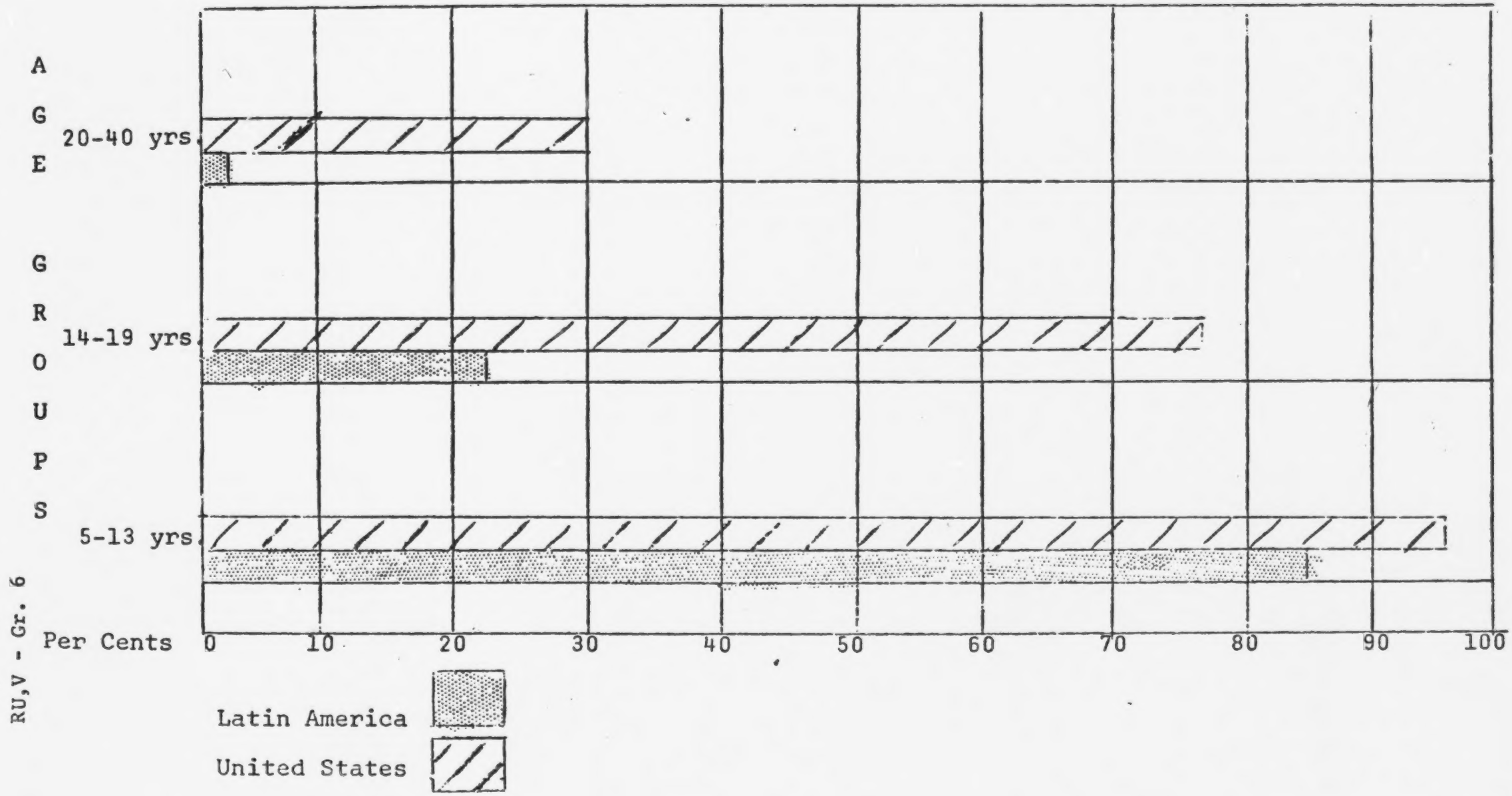
17. Are they able to examine the association that exists between these conditions and social change within Latin America and Africa?

APPENDIX A

Selected Countries of Latin America	Literacy	Per Capita Income	Life Span
Argentina	92%	$430	64
Bolivia	45%	$70	49
Brazil	50%	$200	53
Chile	80%	$361	52
Colombia	63%	$177	45
Ecuador	57	$180	52
Paraguay	69%	$125	50
Peru	50%	$123	46
Uruguay	93%	$425	56
Venezuela	47%	$630	50
Haiti	15%	$70	33
Guatemala	30%	$150	44
Honduras	32%	$180	45
Nicaragua	39%	$235	45
El Salvador	42%	$175	51
Panama	72%	$365	52
Mexico	79%	$299	50
Cuba	78%	$340	50
United States	97%	$2200	70

Appendix B

COMPARISON AGE GROUPS IN SCHOOL UNITED STATES AND LATIN AMERICA



APPENDIX C
COMPARISON CHART
UNITED STATES AND LATIN AMERICA

	UNITED STATES	LATIN AMERICA
Literacy	98%	50%
Income Per Year	$ 2200	$ 300
Average Daily Diet	3200 calories	2400 calories

APPENDIX D
EDUCATION, HEALTH, AND RECREATION

EDUCATION, HEALTH, AND RECREATION

Nation	No. people in each 100 who can read and write	People per doctor	People per hospital bed	Life span (average no. of years)	Major Sports
Argentina	92	764	160	64	soccer,racing, polo, golf
Bolivia	45	3,850	480	49	soccer, fishing
Brazil	50	2,410	310	53	soccer, swimming, track and field
Canada	97	953	77	69	ice hockey, skiing, lacrosse
Chile	80	1,907	185	52	soccer, tennis, basketball
Colombia	63	2,939	380	45	soccer, baseball, basketball
Costa Rica	82	2,726	135	56	soccer, baseball basketball
Cuba	78	998	300	50	baseball, jai alai, soccer
Dominican Republic	70	5,165	390	45	baseball, tennis
Ecuador	57	2,936	*	52	soccer, tennis, basketball
El Salvador	43	5,538	480	51	soccer, basketball, swimming
Guatemala	30	6,367	660	44	soccer, basketball swimming

*Information not available

Education, Health, and Recreation (cont'd)

Nation	No. people in each 100 who can read and write	People per doctor	People per hospital bed	Life span (average no. of years)	Major Sports
Haiti	15	10,500	1,500	33	soccer, basketball
Honduras	40	4,846	750	45	soccer, basketball, swimming
Mexico	79	1,896	875	50	baseball, soccer, basketball
Nicaragua	40	2,610	510	45	baseball, soccer, basketball
Panama	72	3,381	245	52	baseball, swimming
Paraguay	69	1,911	615	50	soccer, basketball
Peru	50	2,937	500	46	soccer, basketball, track and field
United States	97	795	101	70	baseball, basketball, football
Uruguay	93	860	175	56	soccer, swimming
Venezuela	47	1,663	395	50	baseball, soccer, basketball

(Information obtained from Scott, Foresman & Company: In The Americas, 1962.)

Appendix E

COMMUNICATION AND TRANSPORTATION

Nation	People per telephone	People per radio	People per T.V. set	No. of daily newspapers	People per auto	Miles of road per 1000 sq. miles	Miles of railway per 1000 sq. miles	Miles flown by airplane in 1958
Argentina	17	4	37	400	57	84	26	19,447,000
Bolivia	167	23	...	20	242	21	5	2,600,000
Brazil	67	10	60	246	140	58	8	8 ,550,000
Canada	4	2	6	111	5	137	12	64,028,000
Chile	43	9	15,255	43	140	106	28	7,849,000
Colombia	56	7	94	37	193	24	5	24,897,000
Costa Rica	83	12	138	7	60	237	36	.....
Cuba	38	5	13	58	39	48	78	6,170,000
Dominican Republic	167	30	230	6	317	108	20	.....
Ecuador	167	10	2,149	25	420	56	6	.....
El Salvador	200	12	122	12	142	475	50	.....
Guatemala	333	18	188	7	163	193	11	.....
Haiti	1,000	70	1,947	6	422	174	17	.....
Honduras	333	16	975	6	568	21	8	.....

Nation	People per telephone	People per radio	People per T.V. set	No. of daily newspapers	People per auto	Miles of road per 1000 sq. miles	Miles of railway per 1000 sq. miles	Miles flown by airplane in 1958
Mexico	71	10	43	162	81	154	17	30,882,000
Nicaragua	200	20	342	11	174	82	4	1,790,000
Panama	42	7	42	11	69	48	13	.....
Paraguay	200	12	...	6	411	29	4	.....
Peru	111	13	145	58	144	45	4	5,282,000
United States	3	1	4	1.755	3	1,131	79	972,960,000
Uruguay	20	6	140	12	32	89	26	1,545,000
Venezuela	40	12	27	32	31	31	1	14,789,000

28

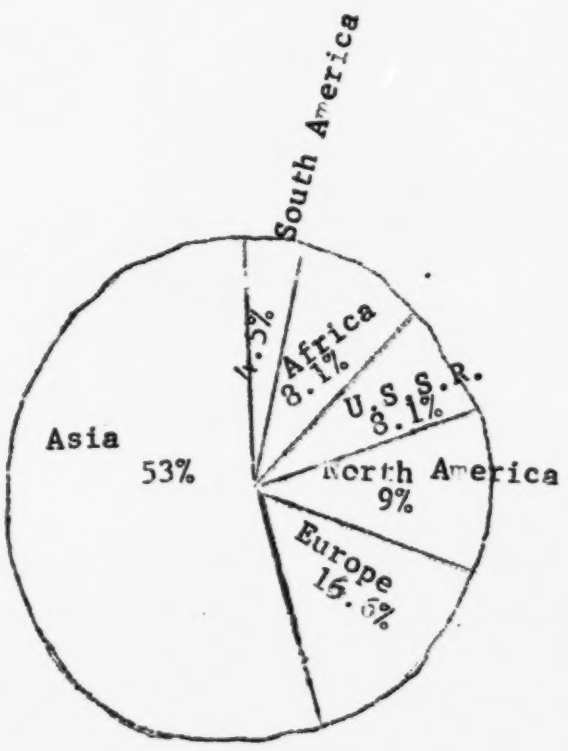
.....Information not available

Information obtained from Scott, Foresman & Company: In The Americas.

Appendix F

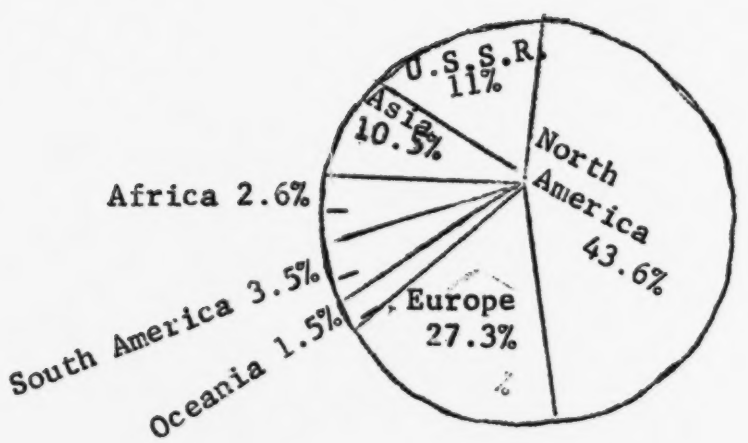
DISTRIBUTION OF

WORLD'S POPULATION



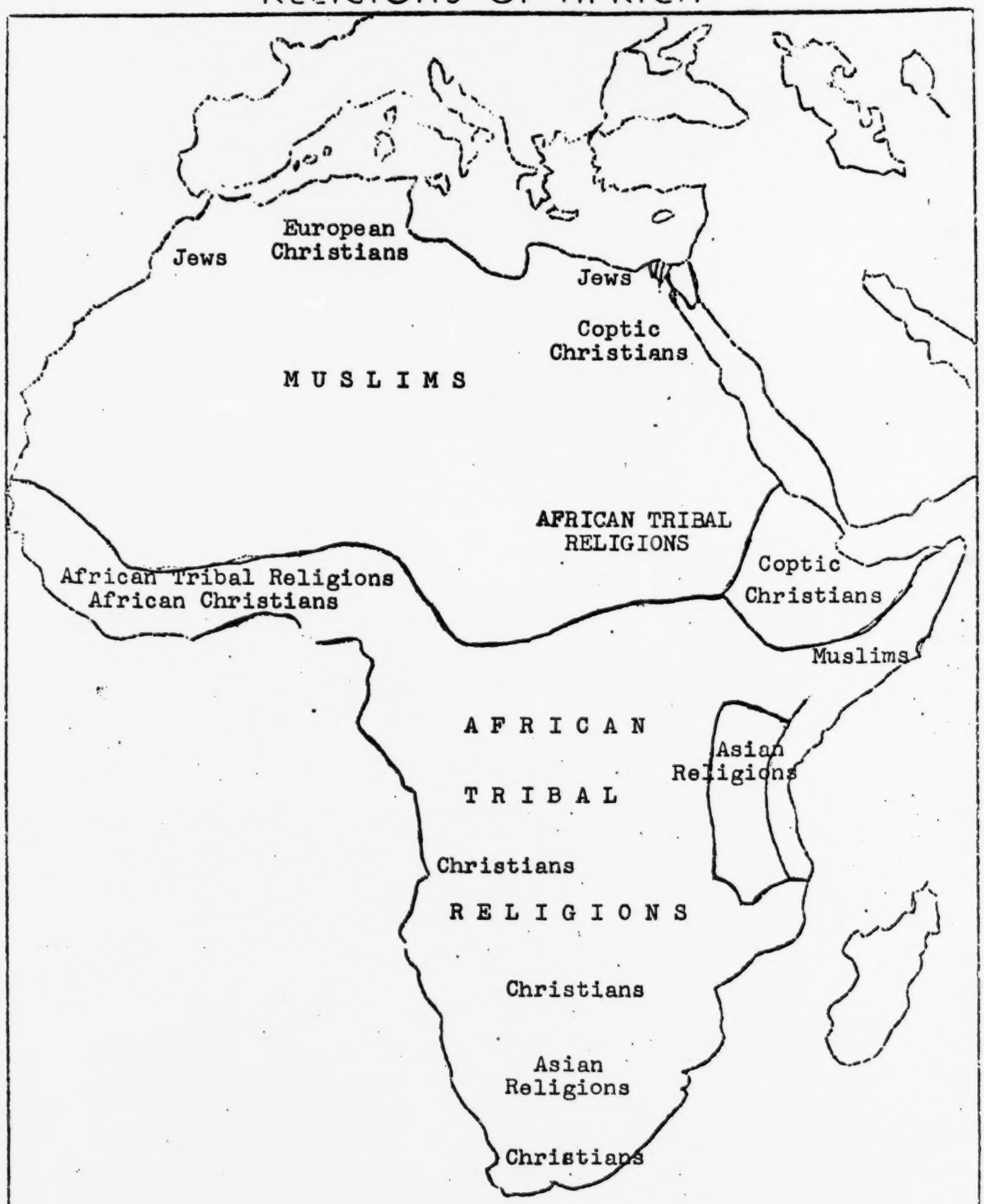
DISTRIBUTION OF

WORLD'S INCOME



Source: Scott, Foresman & Company: Area Studies in Economic Progress - Latin America, 1963, p.32.

RELIGIONS OF AFRICA



Source: Rand McNally Classroom Atlas
4th Ed., p. 24

Roman Catholic

Christians (undifferentiated)

Religions undifferentiated

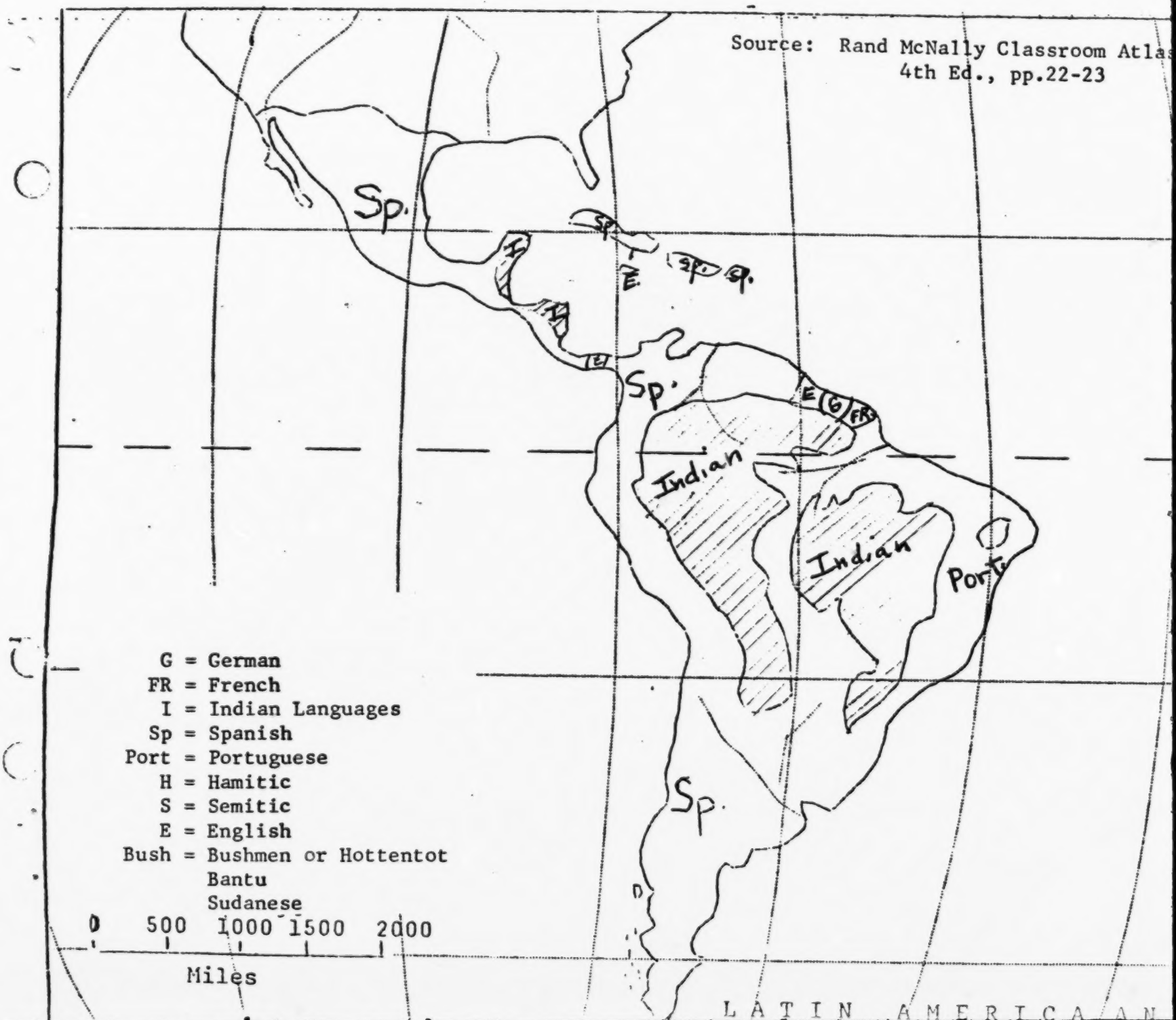
Judaism

0 500 1000 1500 2000
MILES

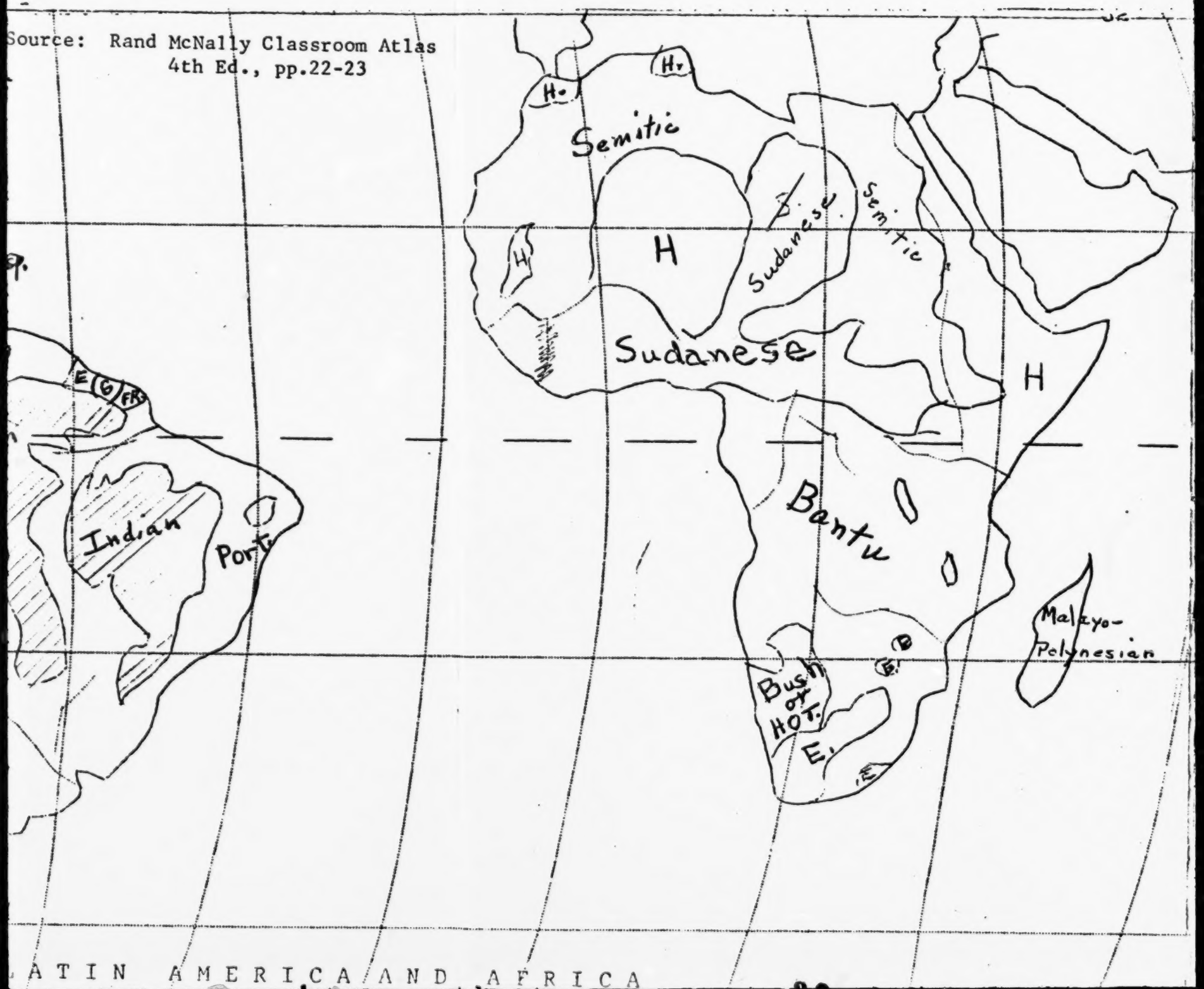
RU,V - Gr. 6

LANGUAGES OF LATIN AMERICA AND AFRICA

Source: Rand McNally Classroom Atlas
4th Ed., pp.22-23



Source: Rand McNally Classroom Atlas
4th Ed., pp.22-23



APPENDIX K
LOAN MATERIAL FROM RHODE ISLAND SCHOOL OF DESIGN

LOAN MATERIAL FROM RHODE ISLAND SCHOOL OF DESIGN

AFRICA

Two exhibits available
Show baskets, ceramics, textiles, woodwork and armor from Belgian Congo, Duth and Portuguese Guiana, and Central and South Africa

Photographs (black and white)
52 (9" x 14") African fetishes
21 (15" x 22") African Negro

MEXICO

Two exhibits available
Toys, animals, objects for every-day use

Photographs
19 (15" x 22") Mexico

PERU

Two exhibits
Pottery, dolls, jewelry

Photographs (colored)
Mexican Painters
Set of caricatures - South American Life

APPENDIX J.

TRIBES OF AFRICA.

LOCATION	NAMES
Congo	Baluba, Mangbeto
Ethiopia	Amhara
Gambia	Mandingo
Ghana	Akan, Ashanti, Fanti
Kenya	Kikuyu, Masai, Swahili
Nigeria	Fulani, Hausa, Ibo, Yoruba
Ruanda-Urundi	Watusi, Babutu
Sierra Leone	Mende, Temne
Southern Rhodesia	Matabele
Tanganyika	Masai
Togo	Ewe
Union of South Africa	Xhosa, Zuli
	Herero (Southwest Africa)
	Ovambo (Southwest Africa)
	Basuto (Basutoland Protectorate)
	Swazi (Swaziland Protectorate)